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| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | | **Grade Level: 5th** | | **Date(s): Unit 1, Week 2 (5.ela.unit1.week2)**  **September 5 – September 9**  Holiday on 9/5/16 | | |
| **Curriculum Area:** | English Language Arts | | | | | **I Can Statements & Learning Targets (I can……..):**  I can quote accurately from a text  I can use information from a text to make an inference  I can use context and word structure to decode or infer words in a text.  I can understand what I read.  I can use the writing process to develop my written products. | | | | |
| **Content: NC ScoS**  **RL5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  **RI5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  **RFS5.3a** Know and apply grade-level phonics and word analysis in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.  **RFS5.4**Read with sufficient accuracy and fluency to support comprehension.  **W5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **W5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  **W5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  **W5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **W5.2e** Provide a concluding statement or section related to the information or explanation presented.  **SL 5.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **SL5.1b** Follow agreed upon rules for discussions and carry out assigned roles.  **SL5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **SL5.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  **L5.4a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  **L5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  **L5.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | | | | | **Technology Standards & Resources:**  **5.IN.1.1** Differentiate strategies when reading informational text in a variety of formats (e.g., print, online, audio, etc.) to complete assigned tasks  **5.SI.1.1** Use different types of resources to gather information (print and other media)  SmartBoard  Document camera  Websites in lessons | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | | **RL5.1/RI5.1 -** What inferences can you make? What information would you need to support the inference?  **RL5.4/RI5.4 -** What strategies can you use to help you find the meaning of the word?  **W5.2 -** How will you narrow the focus of your writing? What relevant facts support the topic? | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.)  How can using the writing process benefit my ultimate product?  Why should I use graphic organizers when I read?  Why does point of view matter? What details assist when interpreting how characters feel?  Why should I revise my work? | | | | |
| **Vocabulary:**  Academic/Content | | Writing process, prewriting, drafting, revising, editing, publishing, exclusion brainstorming, vocabulary, Lexile level, predict, inference, graphic organizer, main idea, conclusion, paraphrase, bubble map, setting, context, point of view, cooperative group roles | | | | **Teacher Resources:**  Carbone, E. (2006). Blood on the River: Jamestown, 1607. (New York, Scholastic).  Hakim, J. (1993). A History of US: Making Thirteen Colonies 1600-1740. (New York: Oxford University Press).  Reading folders  Constructed Response notebooks  Colored pencils (T), red and green each child, other colors too  Reading notebooks  Rulers  Dictionaries, thesauruses  Spelling list from Words Their Way, Derivational Relations stage | | | | |
| **Monday**  **Subject Integration:**  **Social Studies**  **SL5.1a, SL5.1b, SL5.1c, SL5.1d, RI5.1** | | **Whole Group (45 min.)** p. 23-26, History of US.  **A)** Hook the students by asking what the colonists arrived to find. What did the land look like? How did they go about establishing the colony? Who came? What did they do first? Create a KWL chart with the questions the students want to know too.  **B) “**We will find all that out in a few minutes. Let’s first talk about how we are going to do this. You are all at table groups.” Talk to students about the assignment of cooperative group roles. Discuss/modify/determine who is doing what.  **C)** Do a quick activity to ensure they understand. You may wish them to match roles to person responsible for each part.  **D)**  “Your table will now read p. 23-24, stopping at the end of the partial paragraph on top of p. 27. The Discussion Director will focus you to pursuing the answers to two questions: 1) What is the author's main idea? 2) How does the author organize the text?” The scribe will use the worksheet to make your notations and your speaker will share your groups’ ideas out. Does this make sense? Your group will decide who reads what – if it is whole group, individual, or popcorn reading.” <http://cc.betterlesson.com/lesson/resource/2578075/student-recording-page-in-notebook>  **E)** Monitor.  **F)** Group speakers share, you record on SB or linoit.com sticky notes, displayed on SB. Ask them to cite quotes and ideas found in the text.  **G)** Sum up the activating strategy. The lesson will continue tomorrow. You will need this passage for the continuation of the lesson.  **H)** Introduce this week’s spelling words via sort. Review what to do in Word Work.  Adapted from <http://cc.betterlesson.com/lesson/544164/not-every-text-structure-is-descriptive-how-to-tell-when-a-text-is-truly-describing> | | | | | | **Small Group**  Establish rules and procedures for Daily 5.  Set up Work on Writing protocols and procedures. Practice 1 round of Daily 5. | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). |
| **Tuesday**  **Subject Integration:**  **Social Studies**  **SL5.1a, SL5.1b, SL5.1c, SL5.1d, RI5.1** | | **Whole Group (45 min.)** p. 23-26, History of US.  **A)** Review what you did yesterday with the text. Next, ask students to tell you the roles/responsibilities of each cooperative group job.  **B)** “Your tables will now finish reading the text, p, 25-26, using the same protocol.  **C)** Share out ideas. Explicit reference to citation.  **D)** Using a portion of this free downloadable Powerpoint: <http://www.teacherspayteachers.com/Product/Understanding-Text-Structure-Powerpoint-2702>, explicitly teach the characteristics of descriptive text structure.  “Why would an author use this structure to write and what graphic organizer would an author use to plan their descriptive writing?”  **E) “**Students, now you will dig through a text to find evidence of the descriptive text structure.” Using p. 25-28, jigsaw assignments – Group 1 does p. 25; Group 2, 26; Group 3, 27; Group 4, 28. “Think aloud about the first main idea sentence and tell students that this definitely sums up the big idea of the text. I color code the main idea in green to link this to my writing instruction. Green means Go! State your topic sentence, so this shows students how reading and writing are interchangeable. The remainder of the passage coding is up to you. Any color is fine. I use red for the last sentence, as it should be the conclusion and in my writing instruction, the conclusion means, Stop! It's time to wrap up now.”  Discuss their findings. Determine how to apply to a bubble map graphic organizer, they do, quickly.  **F)** Assess understanding using this passage and graphic organizer, done solo.  <http://cc.betterlesson.com/lesson/resource/2578234/descriptive-check-for-understanding>  Adapted from <http://cc.betterlesson.com/lesson/544164/not-every-text-structure-is-descriptive-how-to-tell-when-a-text-is-truly-describing> | | | | | | **Small Group**  Practice 1 round of Daily 5, aiming for student independence. | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). |
| **Wednesday**  **Subject Integration: Social Studies**  **RL5.1, RI5.4** | | **Whole Group (45 min.)** Need p. 6-13 of Blood on the River.  **A)** “What happened to the boy who broke into the pawn shop?” Take ideas. Discuss. Allow student to student interaction as they support or refute ideas. “These are good predictions. You are supporting your inferences using data from the texts. Now, who wants to find out what really happened? Raise your hands if you’re curious?”  **B)** Pass out passage and 1 colored pencil per child. “The boy is the main character in this book, so what I want you to do is follow along as I read. When I come to a word you don’t know, circle it with the colored pencil, okay?” Read aloud p. 6-7 with good expression, modeling good intonation and pace. Students will be marking as you read.  **C)** “What words did you encounter? How did you figure them out?” (context should be mentioned)  **D)** “That’s right, using the other words around an unknown word is very powerful to helping you infer what is meant. Using this strategy, those other words are clues, since to make meaning, all words are connected. So, using that same line of thinking, here’s this week’s exclusion brainstorming. Same rules apply.”  **E)** Pass out Exclusion Brainstorming 5.ela.u1.w2. Students will get to work marking their 6 words.  **F) “**What words did you select to exclude? Why?”  **G) “**The bottom portion of the sheet is different. Today, we are indicating what we think the words mean *based on context*.” So, first, I want you to circle all the words you don’t know on this sheet with your colored pencil. Then, once those words are selected, you and your partner can read the remaining text and **infer** the meanings of your words. Stop at the end of each page and change your predictions based off the clues in the text.” You will circulate. (All students reading grade 3 level or lower should have peer partners on grade level or higher, or you pull those kids and do it as a small group while the others work.) Students will complete the EB sheet as partner groups finish reading. | | | | | | **Small Group**  Begin Guided Reading \*  Teach groups processes (bring GR folder, pencil, reading material in baggy; sit in seats around table; take out homework; begin reading independently – without reminders – independent level text until you finish checking HW). Teach how to read (loud whisper) when choral read. (We all read together.) We all read assigned portions prior to group (HW). We come prepared for group. | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). |
| **Thursday**  **Subject Integration: none**  **Social Studies**  **RL5.1** | | **Whole Group (45 min.)** Need p. 6-13 of Blood on the River.  **A)** “Today we will be looking at the setting of this fictional text. What is setting?” (take answers) “Right. And the setting place actually changes throughout just this one chapter, not to mention the timing, so we will be using T chart to take our notes. First, we will mark the text paragraphs. So on p. 6, how many paragraphs do we have?” (2 and the start of paragraph 3) (mark the chapter’s paragraphs as a continuous stream so they understand how paragraphs carry over from page to page).  **B)** Create T chart in reading notebooks using rulers for the T portion. Labels at top: “Paragraph found” and on the other side “quotes describing place”.  **C)** Model on SB with camera how to complete the T chart and think aloud as you all read p. 6 together, finding the setting aspects. (I mark my place notes with a house and time notes with a sun symbol.) Once you think they are ready, tables read chorally, popcorn, or individually aloud and take notes TOGETHER. Make sure they understand that no one is done until they are ALL done.  **D)** “So, what did we learn? What different places are mentioned in this chapter?” (take answers) “How much time?” (take answers) “How do you know?”  **E)** ”Why might this be useful information to know?” Collect (save for Monday next week)  **F)** Practice spelling test. | | | | | | **Small Group**  Begin Guided Reading \*  (Teach other groups) | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). |
| **Friday**  **Subject Integration:**  **Social Studies**  **RL5.1, RI5.1, W5.2a, W5.2b** | | **Whole Group (1 hour)** Need at fingertips, all 4 passages read (Powhatan prophesy, p. 23-26 in History of US, and p. 2-5 and 6-13 from Blood on the River).  **A)** Interest students with video  <http://www.teachertube.com/video/from-a-journal-of-the-plague-year-185860>  **B)** Hook. “We write journals to convey our deeper thoughts, thoughts we can’t share out loud. They might be embarrassing, they might be mean or hurtful to others, but they also might not be thoughts anyone else wants to hear. For example, if I were crossing the ocean in a rickety ship, I might be scared and want to share that, but it wouldn’t do anyone any good for me to tell how the masts creaked and groaned with the wind … it might scare others too. So I would record those thoughts in a journal, or diary. We are actually going to write these today, from a point of view.” Pass out slips of paper to each table, on which you have written the different viewpoints from the text, like Powhatan, Samuel Collier, Richard, John Smith, gentlemen of Jamestown, etc.  **C)** Students select one viewpoint to find in the passages and then read the information and write a journal entry from landfall or later. (I give page numbers where each character’s main parts are found.) “Before we begin writing, we need to figure out what our main points will be. All of my John Smiths need to be over here. Powhatans, over there. Now, in your role alike groups, discuss the views. You need to center your discussion on this topic – what would this character be feeling right now? What evidence do you have for that?” Students discuss.  **D)** Pass out graphic organizers. Model and think aloud about how to come up with topic sentences, using a random Native American who watched the unfolding scenes. The students, in their role alike groups, then complete their GOs with peers. You monitor/assist as needed.  **E) “**We will now return to our groups and write our journal entries.” They move. You model how the random NA wrote her entry. “Dear Journal”, date, etc. Students do theirs.  **F)** Model how to support the topic sentence using details paraphrased from the text(s). Allow 10 minutes writing time, perhaps with classical music on to assist with concentration.  **G)** Review that we just did prewriting and drafting parts of the writing process – whoo hoo! – without realizing it. Allow 4 students to share. Collect when done (may finish during Daily 5).  **H)** Spelling test | | | | | | **Small Group**  Begin Guided Reading \*  (Teach other groups) | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). |
| **Reflection-Checking for Understanding**  Students in need of remediation:  --  Action/Activities:  -- | | | | **Reflection-Checking for Understanding**  Students on target:  --  Action/Activities: | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  --  Action/Activities**:**  -- |
| **Daily Five Activities for the Week** | | **Read to Self**  Read for 25 minutes, answer CRR. | **Read To Someone**  Read with partner for 25 minutes, answer CRR. | | **Listen to Reading**  Listen for 25 minutes, answer CRR. | | **Word Work**  Sort words, develop generalization. Play word games. | | **Work on Writing**  (none this week) | |

**Daily 5**

* Understand that the Daily 5 stations emphasize stamina, followed by application of skills. Therefore, the students need to be Reading to Self for long stretches of independent time more than other options, at a minimum of once a day. We also need to ensure there is accountability, so a rigorous 5 minute reader response is suggested. You may wish to have them respond to questions that practice the focus reading skills of the week (i.e., for this week, RL 5.1).

**Work on Writing**

* We’re going to do the revising and editing parts of the writing process next week. Work on Writing is not beginning until next week.

**Guided or Small Group Reading**

* Using Lexile levels from last year’s EOGs, divide your class into GR groups, keeping close Lexiles together. I suggest no more than 4 groups, of no more than 6 children in each group. These Lexiles are the children’s **independent** reading levels, or the levels at which they should be reading during Read to Self and Read to Someone (Listen to Reading can be the GR level or higher; use this chart <http://www.readinga-z.com/readinga-z-levels/level-correlation-chart/> for Reading A to Z). Use a lexile conversion chart to determine their instructional, guided reading levels (also called Fountas & Pinnell levels), such as this one: <http://www.booksource.com/departments/resources/leveled-text-chart.aspx>. If you want to know what rough grade level someone is reading (perhaps for AR until they take a STAR reading test, here is a nice conversion chart: <http://languageartsreading.dadeschools.net/pdf/FAIR/LexileConversionChart.pdf>.
* Guided reading groups need to be at least 20 minutes long minimum, although 30 is better. You need to meet with your groups at least every day or every other day. You should have a written constructed response or other assessment each meeting time, perhaps as a ticket out the door or during Daily 5 CRR time. Your at and above grade level students can be taught how to do Literature Circles, which may free some instructional time up a month after beginning them, because the groups meet daily without you and you meet with them about once every 3 or 4 days. Please see resources we have supplied for hard copies and Laura Candler’s website for more information:

<http://www.lauracandler.com/strategies/litcircleblacklines.php>

* Guided Reading groups are groups of students on the same instructional level in reading. As an example, you might have kids who tested at an R, R, S, S, and T level on MAP. I might put all these students in the same group together in a T level text (making sure to push the T student independently so he was challenged appropriately with U). It would be very powerful, if it were a T level nonfiction text about the social studies or science topic.
* An option during SG time is skills groups, which would be a group of children reading at different reading levels potentially, but all working with the same skill, like making inferences, in which text may not be the instructional vehicle, but during which you might play a game to reinforce the skill after a mini-lesson or microteaching. I wouldn’t overuse the skills groups opportunity, though. Please understand that reading is made of 2 components; 1) reading level, and 2) thinking skills. **No matter how much you teach, if you do not address reading levels,** **kids’ reading achievement will not increase**. Raising a reading level up 1 grade level takes many hours of “just right”, expert-assisted practice. Simply, they have to have time to “practice” reading. While it is easy to get distracted or off your time allotment, if you make the decision to teach GR groups on a daily basis, rain or shine, the commitment will pay off in spades at the end of the year.
* As a part of my planning with each new GR text, I google that text for suggested/model lesson plans. No need to reinvent the wheel, use your resources!

**Cooperative group roles**

You need to think about the rules you want to ensure are carried forth during cooperative groups. While there are many examples out there and one looks similar to the next, you can tweak anything you like. You do need paper copies of the roles and responsibilities for your students to learn. I would encourage you to have this in their Reading folders, 3 hole punched, inside the brads, for constant group reference.

<http://www.readwritethink.org/files/resources/lesson_images/lesson277/cooperative.pdf>

<https://www.asdk12.org/MiddleLink/Inter/mosaic/Coop_Placards.pdf>

<http://serc.carleton.edu/introgeo/cooperative/roles.html>

**Graphic organizers**

<http://www.eisd.net/domain/599> (bookmark this one - you’ll need a supplier to various GOs and this site has most)

**T chart**

<http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf>